



# CMES NEWS

May 2016

## PRINCIPAL'S MESSAGE:

Happy Spring to everyone! The days are getting warmer and the snow is finally gone.



Education Week is May 2-6, 2016. To celebrate, we invite our CMES families out to MATHNIGHT in the MEADOWS on Thursday, May 5, 2016 at 6:30—8:30 PM. A flyer was sent home earlier with students.

We had many special events happening over the month of April. Our Junior Basketball Cobras did an excellent job at the annual Dufferin Sideline Basketball Tournament. Our Intermediate Boys and Girls' Cobras also did a great job representing our school at their various tournament games. Our Cobra Boys have advanced to the semi-finals and will be playing against Spencer Avenue Public School. Thank you to the many coaches for working with our students and bringing out some great Cobra spirit!

We had the Escarpment Outdoor Adventures Portable Indoor Ropes Program at CMES. Our students from Kindergarten to Grade 8 had an awesome time participating. I know many teachers were sharing updates with parents. It was wonderful to see our students working on mental focus, trust, leadership, self confidence, problem solving, and teamwork in a positive environment.

The Arts are alive and well at CMES. Our students recently participated in the Dufferin Festival of The Arts. Our Kindergarten students from Mrs. Martherus and Mr. Hamilton's class played the bucket drums. Ms. Mc Garry's Grade 3/4 class performed, as well as, our wonderful CMES Intermediate Band under the direction of Ms. Neal. Thank you to our talented students and our teaching staff for your gift of music. If you attended, I hope you were able to see on display various pieces of art work completed by our students. We thank Ms. Langman and Madame Stewart for setting up the student art work display.

In May and June many of our students will be participating in a variety of Arts Days— deepening their knowledge and skills in the Arts and making wonderful creations. Thank you to our CMES School Council for making this experience possible for our students due to their fundraising initiatives.

April was Poetry Month, and on April 29th all of our students had a chance to share some of their favourite poems with other students and staff during our "Poem in Your Pocket Day". Thank you to Ms. Roberts for leading this event.

Students in grades 3 and 6 will be writing EQAO this month. These provincial assessments, which are based on the expectations set out in the Ontario Curriculum give our students an opportunity to demonstrate what they know, as well as providing rich data for drafting our Credit Meadows School Improvement Plan.

We are looking forward to a positive and productive month ahead. If you have any questions, please contact us at the

## CALENDAR OF EVENTS:



May 2-6	Education Week
May 3-4	PIRLS Test Grade 4(Hoekstra)
May 4	Swimming McGarry & MacPherson, AM
May 4	Pizza Day
May 5	MATHNIGHT in the Meadows 6:30—8:30PM
May 5	Family Transition Place Grades 5/6, AM
May 6	Popcorn Day
May 9	Twisters, Primary
May 9	School Council Mtg. @ 7PM
May 11	Pasta Day
May 12	Family Transition Place Grades 5/6, AM
May 13	Cookie Day
May 16	Bike Rodeo
May 17	Superintendent's Spring Visit
May 18	Pita Pit Day
May 20	Smoothie Day
May 23	Victoria Day (No School)
May 24	Scientists In Schools, Grade 5/6 & 6/7
May 25	UGDSB Director of Education visits, AM
May 25	Hot Dog Day
May 27	Cookie Day
May 27	Character Education Assembly, 1:15 PM

**Please remember to check out the UGDSB web site and our own CMES web site regularly for the latest news happening in our schools in Upper Grand.**



## EQAO 2016

Provincial EQAO assessments for grade 3 and 6 students will be taking place on May 30th, 31st and June 1st. While attendance and punctuality are important everyday—they are particularly important during this testing window. A full breakfast with healthy snacks also helps to get students through these assessment days.

**May 23rd is Victoria Day  
June 3rd and 30th are PA Days**



**No school for students**

**Grade 8 Graduation:**

Plans are currently underway for our grade 8 graduation. Parents, please note that the ceremony and dance will take place on the evening of Tuesday, June 28th. More information regarding specific details for this event *will be sent home in the near future.*

**Kindergarten Orientation**

CMES will be hosting its annual Kindergarten Orientation on Thursday, June 2nd, from 6:00—7:00PM.



All parents of students attending CMES's Junior Kindergarten program in September 2016, and parents of any new Senior Kindergarten children starting in September 2016, are encour-

**The New Health and Physical Education Curriculum**

This year the new Health and Physical Education curriculum will be implemented in all schools in Ontario. Included in the update are new expectations in the Human Development and Sexual Health component of the curriculum. This education starts with children learning about themselves, their feelings, their bodies and about showing respect for themselves and others in a reliable and accurate way. This learning is most effective when parents and schools work together. Parents help their children form values about relationships and their behaviours. To support these discussions, we are letting parents know that teachers will notify you when units are being taught and a brief overview of the topics being covered. There are plenty of resources available for parents to support the learning of the curriculum on the Ministry of Education website: <http://edu.gov.on.ca/eng/curriculum/elementary/>

**Food and Drinks on the Yard:**

This is a friendly reminder to students that food and drinks are not allowed on our school yard.



If students are going out for lunch it will be important that they finish their lunch before returning to school property. Therefore, keeping food and food packaging off school

## Upper Grand District School Board

Upper Grand District School Board:  
Request for Consent

Dear Parents and Guardians,

Canada's Anti-Spam Legislation (CASL) came into force on July 1, 2014. As a result, the Upper Grand District School Board, would like to ensure that we have your consent to receive newsletters, school and Board updates, announcements, event invitations, and other electronic messages which may contain advertising or promotions regarding school fundraisers, field trips, the sale of yearbooks, student pictures, uniforms, books, prom or dance tickets, or similar events and offers.

**If you wish to receive the above communications from us, please visit our CASL registration website at:**

[www.ugdsb.on.ca/CASL](http://www.ugdsb.on.ca/CASL)

By registering your email on this webpage you will receive electronic communication from the school which may or may not contain commercial electronic messages as described above. **If consent is not provided, you will not receive electronic messages containing commercial content and may find it more difficult to be aware of the activities that take place in school, and which your child may have an interest in participating.**

If you have any questions or if you wish to withdraw your consent at any time, please click the link at the bottom of email messages you receive from the school, or visit the same site and click on "Unsubscribe" to remove your name from our contact list.

# CMES Library Learning Commons

MS. ROBERTS



It's hard to believe that it's been over a month since I took on my new role in our Credit Meadows Library Learning Commons. What an exciting opportunity! April marked the opening of our Creation Station, Tinker Table and Spark Spot.

In our Creation Station, students enjoyed experimenting with Keva Creations, wooden blocks that when put together, create mazes to carry a ball through. In May, students can look forward to experimenting with a variety of light sources. Creating with Lego is another favourite activity. We've also got puzzles and games to choose from.



At our Tinker Table, we will use our new tools to take apart a laptop computer. What's inside a computer? How do these parts work together?

At our Spark Spot, we look forward to exploring some fascinating items borrowed from our Outdoor Education Centre at Island Lake. Here, we'll have an opportunity to study animal bones. What questions will be sparked? How can we work together to answer these?

Thursday May 5 marks our Math Night at Credit Meadows from 6:30 - 8:30 p.m. Be sure to visit the Library Learning Commons and check out the changes made in recent weeks! See some of the math programs used at school and recommended for home practice.

The Library Learning Commons is on Twitter! Subscribe to @CreditMeadowsLC to stay on top of the latest Learning Commons news.

Finally, if you can donate an hour or two to our Learning Commons, please let me know ([melissa.roberts@ugdsb.on.ca](mailto:melissa.roberts@ugdsb.on.ca)). Help is always appreciated shelving and organizing our book collection. We're better together!



## May Environmental Theme: CLIMATE CHANGE

Climate Change refers to any changes in long-term weather patterns (temperature, precipitation, wind, storms) that have been caused by humans polluting the atmosphere with too many greenhouse gases like methane and carbon dioxide. We need to act now, because who can argue with reducing pollution? Pollution can't possibly be good for us!

The world is tracking climate change. Weather and temperature has been changing too quickly over the past few decades, which seems to be caused by the industrial revolution here on Earth. We are sending too much pollution (from cars, trucks, factories, and power plants using coal) into our atmosphere. Over the past hundred years the temperature of the Earth has risen and this has caused many changes in nature. For example, species of plants and animals are either migrating or becoming extinct. Some seaside cities may soon be underwater from rising sea levels. We are having more severe weather patterns like tornadoes and hurricanes and ice storms. Drinkable water sources are drying up.

What can you do to help be part of the solution? Well, all of the things we have been talking about this year can help. If you buy less and reduce, then less energy will be used and less pollution will be sent into our atmosphere. If you don't waste electricity you help out too. If you walk or bike to school or carpool you are doing your part. If you buy locally you reduce the greenhouse gases emitted through shipping and this helps planet Earth too.

You can Google: "*Top 10 ways you can stop Climate Change*" to get more ideas on how you can help. And finally, eat a fresh, local apple - Not only is it good for you, but greenhouse gases were not created in the processing, canning, freezing, packaging or long distance transportation, so local apples are good for the planet too!

## **Supporting Students with Learning Disabilities**

Learning disabilities refer to a number of disorders that affect processes related to the learning, organization, and recall of information, as well as the understanding or use of language and/or nonverbal information. A student with a learning disability demonstrates some average or above average cognitive abilities that are essential for thinking and reasoning. Despite this, he or she can have academic underachievement, or achievement maintained only by unusually high levels of effort and/or support. At school, this means that the student has good ideas and is able to do the thinking required to make connections and problem solve, however one or more areas of academics (oral language, reading, writing or math) cause significant difficulties and frustration.

The Upper Grand District School Board supports students with learning disabilities in a variety of ways. Some students who struggle to learn to read will be recommended by the school to attend a special education class for students with learning disabilities. If parents agree that this is a good option for supporting their child, the student may attend this program for one or more years in Grades 4 through 6. In some areas of the Board, where special education classes are not available, a student with a learning disability might receive the support of one of the Board's four Itinerant Technology Resource Teachers. These teachers are qualified special education teachers and have an expertise in the use of assistive technology. The support of an Itinerant Technology Resource Teacher would occur during Grades 4 to 6 and would take place while the student is in the regular classroom. For most students with learning disabilities, the regular classroom, with the support of a resource teacher, is the best fit.

A student with a learning disability, receiving instruction in a regular or special education class, will benefit significantly from the use of assistive technology. This may include computer programs that are designed to read printed materials, turn speech into written words, or predict what words students are trying to spell. Assistive technology is often an important strategy for learning and letting students demonstrate what they know and have learned. The use of these technologies can also help students to become more independent, can increase their self-confidence and improve self-esteem. While assistive technology is often necessary for some students with learning disabilities and other difficulties at school to be successful, it can benefit ALL STUDENTS in the classroom. Each and every student at the UGDSB has access to Read&Write for Google, which does read print, turn speech into words and predict the words as they are being typed. These program options are available to students on any computer, at school or at home, as long as they are logged onto the internet browser Chrome and their UGCloud account. For information on how to access your child's UGCloud account at home, speak to his or her classroom teacher.

More information about learning disabilities can be found on the Learning Disabilities Association of Ontario website ([www.ldao.ca](http://www.ldao.ca)). For more information about the supports offered to students with learning disabilities at the UGDSB, talk to your child's classroom teacher, the special education resource teacher at the school, or the principal or vice-principal. The Board's Special Education Plan and Reports are also available online on the UGDSB website and provide more details and in-depth explanations of special education at the UGDSB.

"For most of us, technology makes things easier. For a person with a disability, it makes things possible."

~ J. Heumann, American Disability Rights Activist



## Talking About Mental Health!

Talking about Mental Health - May 2016

May 2-9 is Child and Youth Mental Health Week!

Have a **SUPER** Week! Let's increase everyone's mental health and well being!

Let's focus on increasing these positive skills!

Social Connections

Uplifting Emotions

Personal Health

Emotional Calming

Resilient Thinking

Now that you have started building all those wonderful skills, keep it going throughout the

month and the year! For more information please visit [www.guelphpl.ca](http://www.guelphpl.ca) or 519-824-6220.

For more information go to <https://www.cmha.ca/>

Enjoy and participate and keep talking about mental health!

## What is STEM and why is it important?

STEM stands for Science, Technology, Engineering, and Mathematics. The idea is to offer students tasks that integrate more than one subject area such as thinking about all the angles, measurements and calculations involved in building a structure that could stand up to the elements of our Canadian winters. STEM provides opportunity to focus on one assignment while applying knowledge gained in a number of subjects so knowledge gained in one area can be applied in another. Check out this link for more information (<https://www.youtube.com/watch?v=AIPJ48sintE>)

Think of it like driving a car. We can't just focus on braking or steering by themselves. We need to simultaneously think of acceleration, steering, signaling, braking and road signs all at the same time and ideally we'd like our students to have the same flexibility with their thinking across different subject areas.

Try this activity to promote mathematics, science, engineering and language.

Using popsicle sticks, glue, tape, and elastics, design and build a device that will launch 3 marshmallows as far as possible using elastic bands. The elastic energy may be "loaded" by hand but the device must get all of its launching power from the stored energy in the elastic bands.

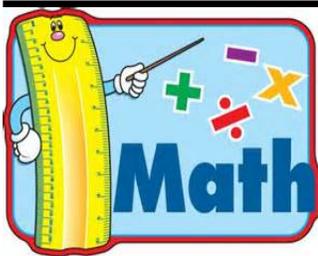
Have fun and enjoy!

## Using Technology:

Technology surrounds us and there is little doubt that it has revolutionized the way we work, shop, travel, learn, and play. Like many other things in parenting, thinking ahead of time about how you'll approach technology use with your children can go a long way in setting up good routines and conversations at home.

Here are some tips you might consider when your family uses technology:

1. While our children seem to be very comfortable and agile in their use of technology, they need our help to learn skills in digital literacy. Understanding the validity of information they see on the internet, becoming good digital citizens who respect and protect themselves in online spaces, and learning when and how to communicate using a variety of digital tools is best done with the help of parents and teachers. For more information about Media Literacy, parents and teachers can find many resources at <http://mediasmarts.ca>
2. Technology is no longer only about being a passive watcher or listener to content created by others. Seeking out creative software, games, apps and websites that allow your child to be creative and play with images, music and video can be a great way to make learning fun and engaging. A good place to start for ideas is our Board's website and UG2GO where students can login and access many wonderful digital learning resources.
3. Don't be afraid to learn along with your children as new technologies come into your lives. This is a great opportunity for your children to see you learning something new and taking risks, modeling that open learning stance that they will need in order to manage a future of rapid change.
3. It has always been a good idea to have the family computer in a common area of the house so that parents can monitor their children's use, and this has become a bit trickier since mobile devices have come on the scene. Consider creating a 'parking space' for mobile devices like ipods, ipads, phones and DS handhelds, and defining boundaries around where and when they can be used. Check in frequently with children to see the kinds of activities in which they are taking part. Setting up a routine of 'powering off' before bedtime is a good way to ensure that children aren't up until all hours on their devices.
4. Parents can model a healthy balance by working out acceptable limits for technology use including phones, television, video games and screen time. Remember that your children are watching you, and you can begin to have conversations with them at an early age about how you and your family balance your technology time with other fun and engaging activities like hobbies, playtime and exercise, all of which are extremely important to your child's development.



## Understanding the Equal Sign

Most children see = and they know it is an equal sign, but do they really understand what it means? Many children believe the equal sign means “the answer is” or “the total”. They do not understand that the equal sign is a symbol of balance or sameness. Think about  $3 + 4 = 7$ . 3 plus 4 is the same as 7.

When children understand that the equal sign shows a relationship between numbers, they develop stronger number sense and are able to work with numbers more flexibly. For example, children who know that the equal sign shows balance understand that  $3 + 4$  is the same as  $5 + 2$ . Children who think of the equal sign as showing the answer often struggle with mental math and, later on, with algebra.

Parents can help support understanding of the equal sign in many ways. First, using the word “equal” in everyday conversation to highlight equal relationships helps to promote an understanding of sameness. Use the words “equal” and “the same” together. When sharing snacks among people, talk about amounts. Are they equal? How do we know?

Also, many children enjoy missing number problems, especially when presented as a puzzle or challenge. Challenge children to find the number to balance equations, like these:

$$5 + \underline{\quad} = 1 + 8 \quad \text{or} \quad 14 - 6 = \underline{\quad} + 3 \quad \text{or} \quad 5 \times \underline{\quad} = 4 \times \underline{\quad}$$

When playing with Lego, talk about how the different sized pieces are related. How many little pieces are equal to a big piece? Build different creations with equal number of pieces. Build creations with equal sizes but different number of pieces.

The more exposure children have to the idea that the equal sign means “the same”, the better set they will be to develop solid number sense and number flexibility.

Megan Haessler - Teacher-Researcher with the UGDSB

### FOR YOUR INFORMATION:

Check out this blog for more practical math ideas and activities for you to use at home with your children. <http://beyondtraditionalmath.wordpress.com/math-play-20-minutes-a-day/>

Check out this site for information on Learning Disabilities: <http://www.ldawc.ca/>